



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 12251591  
SAU: MSAD 31  
School: Hichborn Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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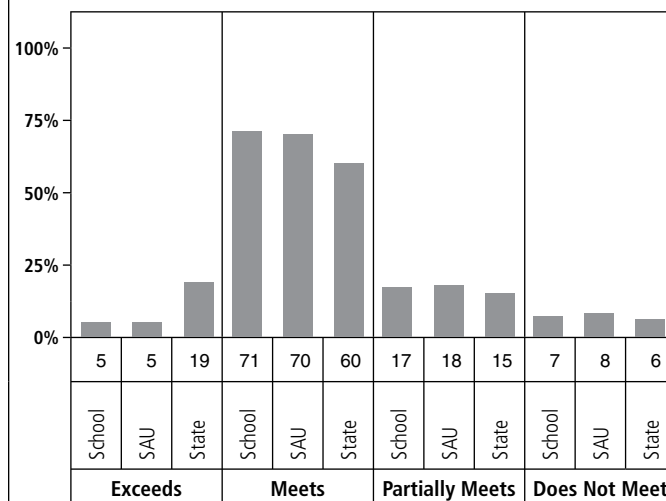
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

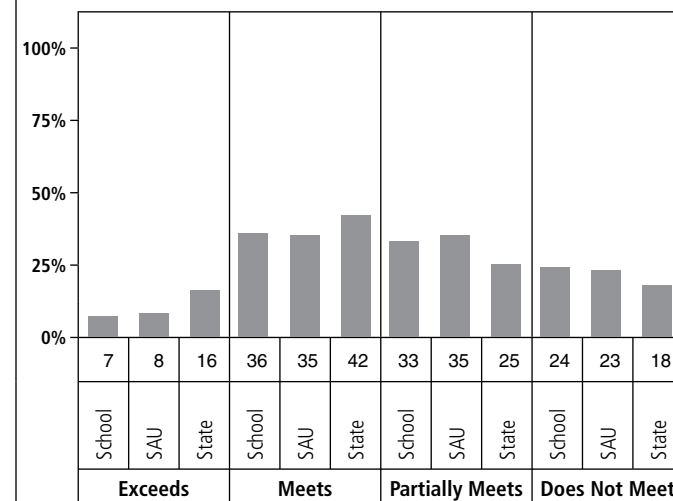
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	746	746	748
2007–2008	748	748	750
<b>2008–2009</b>	<b>748</b>	<b>748</b>	<b>751</b>
Cum. Avg.*	747	747	750
<b>Mathematics</b>			
2006–2007	736	736	742
2007–2008	738	738	743
<b>2008–2009</b>	<b>738</b>	<b>738</b>	<b>745</b>
Cum. Avg.*	737	737	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	45	100	42	100	14446	100	45	100	42	100	14316	99	45	100	42	100	14322	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	45	100	42	100	13483	93	45	100	42	100	13380	99	45	100	42	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	24	9	21	2428	17	11	100	9	100	2391	99	11	100	9	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	26	58	24	57	5498	38	26	100	24	100	5431	99	26	100	24	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	35	78	33	79	11742	81	35	78	33	79	11754	81						
Identified disability (PET/IEP)	2	6	1	3	367	3	2	6	1	3	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	3	1	3	183	2	1	3	1	3	187	2						
<b>Participation with accommodations</b>	7	16	7	17	2367	16	7	16	7	17	2366	16						
Identified disability (PET/IEP)	6	86	6	86	1819	77	6	86	6	86	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	14	1	14	358	15	1	14	1	14	346	15						
<b>Participation through alternate assessment (PAAP)</b>	3	7	2	5	205	1	3	7	2	5	202	1						
Identified disability (PET/IEP)	3	100	2	100	205	100	3	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	7	13	7	13	2630	18
	2007-2008	2	7	2	7	2604	18
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	11	9	11	9	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	25	45	24	45	7605	51
	2007-2008	19	63	18	62	8049	55
	<b>2008-2009</b>	<b>30</b>	<b>71</b>	<b>28</b>	<b>70</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	74	58	70	57	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	16	29	15	28	3000	20
	2007-2008	7	23	7	24	2672	18
	<b>2008-2009</b>	<b>7</b>	<b>17</b>	<b>7</b>	<b>18</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	30	23	29	24	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	8	14	7	13	1620	11
	2007-2008	2	7	2	7	1190	8
	<b>2008-2009</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>899</b>	<b>6</b>
	Cum. Total*	13	10	12	10	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.7	58.4	32.4	57.9	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.0	55.0	10.9	54.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.7	60.3	21.5	59.7	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: MSAD 31  
 School: Hichborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	42	2	5	30	71	7	17	3	7	748	40	5	70	18	8	748	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	42	2	5	30	71	7	17	3	7	748	40	5	70	18	8	748	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	4	50	2	25	2	25	739	7	0	43	29	29	737	2186	2	36	35	27	737
No	34	2	6	26	76	5	15	1	3	750	33	6	76	15	3	750	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	0										0						311	4	41	29	26	739
No	42	2	5	30	71	7	17	3	7	748	40	5	70	18	8	748	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	23	1	4	15	65	6	26	1	4	747	22	5	64	27	5	747	5300	8	58	22	11	746
No	19	1	5	15	79	1	5	2	11	749	18	6	78	6	11	748	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	42	2	5	30	71	7	17	3	7	748	40	5	70	18	8	748	14101	19	60	15	6	751
<b>Gender</b>																						
Female	26	2	8	20	77	3	12	1	4	751	25	8	76	12	4	751	6993	24	61	11	4	754
Male	16	0	0	10	63	4	25	2	13	743	15	0	60	27	13	742	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1025	10	53	27	11	745
No	42	2	5	30	71	7	17	3	7	748	40	5	70	18	8	748	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	1										1						676	66	33	1	0	766
No	41	2	5	29	71	7	17	3	7	748	39	5	69	18	8	747	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						7	8	48	25	19	743
B. less than one hour	67	2	7	18	64	6	21	2	7	748	65	8	62	23	8	747	52	17	62	15	6	751
C. one to two hours	33	0	0	12	86	1	7	1	7	748	35	0	86	7	7	748	37	23	61	12	4	753
D. more than two hours	0										0						4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	19	0	0	6	75	2	25	0	0	749	18	0	71	29	0	748	30	33	56	7	4	756
B. good	62	2	8	18	69	3	12	3	12	748	63	8	68	12	12	748	49	16	64	14	5	751
C. fair	19	0	0	6	75	2	25	0	0	746	20	0	75	25	0	746	19	5	59	26	10	745
D. poor	0										0						3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	45	1	6	16	89	1	6	0	0	752	47	6	89	6	0	752	33	24	62	10	3	754
B. They match some of what I have learned.	48	1	5	11	58	5	26	2	11	746	45	6	53	29	12	744	52	18	62	15	5	751
C. They match just a little of what I have learned.	8	0	0	1	33	1	33	1	33	736	8	0	33	33	33	736	11	11	54	23	13	746
D. There is no match.	0										0						3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	12	0	0	4	80	1	20	0	0	748	13	0	80	20	0	748	17	16	55	18	12	748
B. about the same as my regular schoolwork	83	2	6	24	71	5	15	3	9	748	82	6	69	16	9	748	65	19	62	14	5	752
C. easier than my regular schoolwork	5	0	0	2	100	0	0	0	0	755	5	0	100	0	0	755	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	33	1	33	1	33	739	8	0	33	33	33	739	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	59	2	8	17	71	4	17	1	4	749	59	9	70	17	4	749	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	34	0	0	12	86	1	7	1	7	750	33	0	85	8	8	749	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	51	1	5	16	76	3	14	1	5	750	54	5	76	14	5	750	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	44	1	6	13	72	2	11	2	11	748	41	6	69	13	13	747	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	50	1	50	0	0	740	5	0	50	50	0	740	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	33	0	0	11	79	3	21	0	0	750	33	0	77	23	0	750	21	27	57	11	5	755
B. 20 minutes to an hour	26	1	9	6	55	3	27	1	9	747	25	10	50	30	10	745	45	22	62	12	4	753
C. less than 20 minutes	19	1	13	5	63	0	0	2	25	746	20	13	63	0	25	746	13	13	61	17	8	749
D. I rarely read at home.	21	0	0	8	89	1	11	0	0	749	23	0	89	11	0	749	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	742	50	0	100	0	0	742						
C.	50	0	0	0	0	1	100	0	0	734	50	0	0	100	0	734						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	3	5	3	6	2142	14
	2007-2008	3	10	3	10	2028	14
	<b>2008-2009</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	9	7	9	7	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	18	32	18	34	5642	38
	2007-2008	8	27	8	28	5703	39
	<b>2008-2009</b>	<b>15</b>	<b>36</b>	<b>14</b>	<b>35</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	41	32	40	33	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	20	36	19	36	4077	27
	2007-2008	10	33	9	31	3733	26
	<b>2008-2009</b>	<b>14</b>	<b>33</b>	<b>14</b>	<b>35</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	44	34	42	34	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	15	27	13	25	3001	20
	2007-2008	9	30	9	31	3054	21
	<b>2008-2009</b>	<b>10</b>	<b>24</b>	<b>9</b>	<b>23</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	34	27	31	25	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	25.7	45.9	25.7	45.9	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	7.1	50.7	7.1	50.7	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	6.5	40.6	6.5	40.6	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	5.7	47.5	5.7	47.5	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	6.4	45.7	6.4	45.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	42	3	7	15	36	14	33	10	24	738	40	8	35	35	23	738	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	42	3	7	15	36	14	33	10	24	738	40	8	35	35	23	738	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	1	13	7	88	716	7	0	0	14	86	714	2189	2	17	27	53	728
No	34	3	9	15	44	13	38	3	9	744	33	9	42	39	9	743	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	0										0						323	4	20	28	48	729
No	42	3	7	15	36	14	33	10	24	738	40	8	35	35	23	738	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	23	1	4	6	26	10	43	6	26	737	22	5	27	45	23	738	5308	7	35	30	28	738
No	19	2	11	9	47	4	21	4	21	740	18	11	44	22	22	739	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	42	3	7	15	36	14	33	10	24	738	40	8	35	35	23	738	14112	16	42	25	18	745
<b>Gender</b>																						
Female	26	3	12	9	35	9	35	5	19	742	25	12	36	36	16	743	6992	16	43	25	16	745
Male	16	0	0	6	38	5	31	5	31	733	15	0	33	33	33	731	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1024	7	26	36	31	736
No	42	3	7	15	36	14	33	10	24	738	40	8	35	35	23	738	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	1										1						676	68	29	2	0	767
No	41	2	5	15	37	14	34	10	24	738	39	5	36	36	23	738	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 31  
School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0									737	0					737	7	6	30	28	36	735
B. less than one hour	67	3	11	8	29	9	32	8	29	737	65	12	27	35	27	737	52	16	42	25	17	745
C. one to two hours	33	0	0	7	50	5	36	2	14	740	35	0	50	36	14	740	37	18	44	24	14	747
D. more than two hours	0										0						4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	19	1	13	7	88	0	0	0	0	751	20	13	88	0	0	751	26	35	43	12	9	754
B. good	50	2	10	5	24	11	52	3	14	738	50	10	20	55	15	737	46	13	48	25	15	745
C. fair	26	0	0	3	27	2	18	6	55	731	28	0	27	18	55	731	23	3	32	37	27	737
D. poor	5	0	0	0	0	1	50	1	50	728	3	0	0	100	0	730	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	7	0	0	2	67	1	33	0	0	749	8	0	67	33	0	749	26	23	43	20	13	749
B. They match some of what I have learned.	48	1	5	10	50	6	30	3	15	741	45	6	50	33	11	741	53	15	45	26	15	746
C. They match just a little of what I have learned.	40	1	6	2	12	7	41	7	41	731	43	6	12	41	41	731	17	9	35	32	24	740
D. There is no match.	5	1	50	1	50	0	0	0	0	759	5	50	50	0	0	759	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	60	2	8	7	28	11	44	5	20	738	63	8	28	44	20	738	37	8	40	29	23	740
B. about the same as my regular schoolwork	38	1	6	8	50	3	19	4	25	741	35	7	50	21	21	741	51	16	44	25	15	746
C. easier than my regular schoolwork	2	0	0	0	0	0	0	1	100	718	3	0	0	0	100	718	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	66	2	7	10	37	10	37	5	19	740	69	7	37	37	19	740	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	24	1	10	2	20	4	40	3	30	737	21	13	13	50	25	736	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	10	0	0	3	75	0	0	1	25	741	10	0	75	0	25	741	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	1	50	0	0	1	50	735	5	0	50	0	50	735	8	8	30	29	33	737
B. 30–45 minutes	32	1	8	4	31	4	31	4	31	734	31	8	25	33	33	733	38	13	40	27	20	743
C. 45–60 minutes	51	2	10	7	33	8	38	4	19	741	51	10	35	40	15	741	42	20	45	23	12	748
D. more than 60 minutes	12	0	0	2	40	2	40	1	20	737	13	0	40	40	20	737	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						15	19	38	25	19	745
B. two or three days a week	32	1	8	4	31	6	46	2	15	741	28	9	27	55	9	741	31	18	42	24	16	746
C. two or three times a month	44	2	11	8	44	4	22	4	22	741	46	11	44	22	22	741	26	17	43	24	17	746
D. never or almost never	24	0	0	3	30	4	40	3	30	732	26	0	30	40	30	732	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						10	12	39	24	24	741
B. two or three days a week	17	0	0	3	43	2	29	2	29	735	15	0	33	33	33	732	22	13	43	26	18	744
C. two or three times each month	33	2	14	5	36	6	43	1	7	745	35	14	36	43	7	745	33	18	44	25	13	747
D. never or almost never	50	1	5	7	33	6	29	7	33	735	50	5	35	30	30	735	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	700	50	0	0	0	100	700						
C.	50	0	0	0	0	0	0	1	100	712	50	0	0	0	100	712						
D.	0										0											

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